**Edwards Syllabus** **☺ 2017-2018 ☺ Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☺Block\_\_\_\_\_\_**

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**HOMEWORK POLICY:** *In order to receive a 3, you must do the following (.5 off for each objective not completed):*

1. Write your name and date along with the assignment in the top margin. All of your work must be done in pencil or a black pen.
2. Copy each problem. If you have to do any graphing, it must be done on graph paper.
3. Every problem must be attempted to the best of your ability. Use the internet (Khan Academy) if you have problems understanding.
4. All algebraic work must be shown, and it should be neat and organized (hint: circle or underline your answers).
5. All worksheets should be checked and fully corrected using a red pen before coming to class. Go to **cindyedwards.weebly.com.**
6. *Finally, assess your understanding by filling in the shaded section before coming to class.*

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| **DATE** | **DAILY LEARNING TARGETS & OBJECTIVES** | | **INDEPENDENT PRACTICE (HOMEWORK)** | **GRADE** |
| Thu, Oct. 26  **Day 1** | Parallel Lines and Transversals  Angles and Parallel Lines | | Day 01 Parallel Lines & Transversals Practice |  |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | |
| Mon, Oct. 30  **Day 2** | Proving Lines Parallel  ***Oct. 31: Happy Halloween!*** | | Day 02 Practice working with Parallel Lines & Angles |  |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | |
| Wed, Nov.1  **Day 3** | Slopes of Lines  ***NOV. 2: CAV CONNECTION*** | | Day 03 Slopes of Lines Practice Worksheet |  |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | |
| Fri, Nov. 3  **Day 4** | Equations of Lines  ***Mon., Nov. 6– Last day of 1st Quarter*** | | Day 04 Equations of Lines Skills Practice Worksheet  ***Tue., Nov. 7 – Staff Day = No school 4 U!*** |  |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | |
| Wed, Nov. 8  **Day 5** | Perpendicular & Parallel Constructions &  Overview of Units 1-3  ***Wed., Nov. 8 – First day of the 2nd Quarter*** | | Day 05 Unit 3 Constructions Homework  ***Friday, Nov. 10 is Veteran’s Day – No School!*** |  |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | |
| Mon, Nov. 13  **Day 6** | Review of Unit 3 | | Day 06 Unit 3 Test Review Homework |  |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | |
| Wed, Nov. 15  **Day 7** | **Unit 3 Test**  **Wednesday, Nov. 15 –CAV CONN & Report Cards** | | **TOTAL POINTS:** |  |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | |

**Unit 3: Lines and Their Relationships**

**LEARNING TARGETS:**

**Target 1:** I CAN determine the relationships between pairs of lines (parallel, perpendicular, skew or intersecting), and identify angles formed by pairs of lines cut by a transversal.  I can determine if pairs of angles are congruent or supplementary when given parallel lines.

**Target 2:** I CAN apply the definitions and theorems for parallel and perpendicular lines by using algebra to find

angle measures.

**Target 3:** I CAN prove lines are parallel or perpendicular using algebraic and coordinate methods, as well as deductive proofs.

**Target 4:** I CAN use coordinate and algebraic methods to write the equation or draw the graph of a line parallel

or perpendicular to a given line.

**Target 5:** I CAN construct a line perpendicular to a given line through (a) a point not on the line and (b) through a

point on the line, and construct a line parallel to a given line through a given point.

**ENDURING UNDERSTANDINGS:** Everything in our world can be represented geometrically.

1. There is a relationship that can be described between every pair of lines.
2. Many real-world situations are represented by the relationships between lines.

**ESSENTIAL QUESTIONS: How can geometric figures be used to represent real world situations?**

1. How can geometric figures be used to represent real world situations?
2. What is the effect of slope on the relationships of pairs of coplanar lines?
3. How are the concepts of perpendicular and parallel lines used in real life?

**VIRGINIA STATE SOL OBJECTIVES (2009):**

**G.2** The student will use the relationships between angles formed by two lines cut by a transversal to

a) determine whether two lines are parallel;

b) verify the parallelism, using algebraic and coordinate methods as well as deductive proofs; and

c) solve real-world problems involving angles formed when parallel lines are cut by a transversal.

**G.3** The student will use pictorial representations, including computer software, constructions, and coordinate methods, to solve problems involving symmetry and transformation. This will include

a) investigating and using formulas for finding distance, midpoint, and slope;

b) applying slope to verify and determine whether lines are parallel or perpendicular;

**G.4** The student will construct and justify the constructions of:

c) a perpendicular to a given line from a point not on the line;

d) a perpendicular to a given line at a given point on the line;

g) a line parallel to a given line through a point not on the given line.